



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

25c a Year

Devoted to The
High-School-College
Entrance
Scholarship Fund

THE NEW YORK

LATIN LEAFLET

Entered at the Post Office in Brooklyn as second-class matter, October 29, 1900

25 Issues

Every Penny
Every Subscription
goes into the
Scholarship Fund

VOL V

BROOKLYN, NEW YORK, OCTOBER 10, 1904

No 102

TRUSTEES OF THE SCHOLARSHIP FUND

ARTHUR S SOMERS, Ex-Commissioner of Education
NICHOLAS MURRAY BUTLER, College Entrance Examination Board
FREDERICK D MOLLENHAUER, Mollenhauer Sugar Refinery
JOHN H FINLEY, College of The City of New York.

Public Lectures in Columbia University

The Rt Hon James Bryce, M P will lecture in Columbia University, Wednesday, October 12, at 4.30 P M:—"On the Relations of Law and History, with special reference to Roman Law; the History of the Sources of Roman Law".

Saturday, October 15, at 11 A M:—"How the Substance of the Roman Law was moulded by the historical development of the Roman People and State".

The general public will be admitted each time five minutes before the beginning of the lecture.

The lectures will be delivered in the Auditorium of Earl Hall.

Form in Latin Poetry

IN THREE PARTS—PART II

It was my privilege to be present at the Latin Conference held at Columbia University in November last, in connection with the meetings of the Association of Teachers, and to listen then to the discussion of the papers of the College Entrance Examination Board. At that time exception was taken to questions on these papers requiring applicants for admission to college to mark all the long vowels in a given piece of Latin. Questions of this sort were heartily condemned. In February last, in the discussion of Professor McCrea's address to this body, nay, the paper itself, the question of vowel quantities was again raised. I could not help feeling on both occasions that to some extent the position of those who stand out for the mastery of Latin vowel quantities was not fairly handled in the discussions. On both occasions the stress was laid immediately on "hidden" quantities, to the exclusion practically of all others. Derision was heaped on hidden quantities, until it seemed as if there were indeed no quantities in Latin save hidden quantities.

Now, for my own part, I should be entirely willing to have pupils in school and college alike forego any special effort to master the so-called hidden quantities, though even here there are certain very simple rules, easy to apply, which

will enable a pupil with a respectable mental equipment to master in a day's time all that is certain in this connection. Common sense suggests that in those matters of hidden quantity wherein no agreement has been reached among scholars, we should in all cases in our practice count the vowels involved as short.

We have thus eliminated from the problem of mastering the Latin vowel quantities its most elusive and most difficult phase. What is to be done with the rest? Are we to assume that properly equipped teachers can never teach reasonably intelligent and diligent students to pronounce Latin words with substantial fidelity to the theory of the Roman pronunciation, in so far as we to-day appreciate exactly what that theory involves? This, I, for one, am most loath to believe.

That there may be successful teaching two forces must be made to cooperate effectively, the one with the other. One of these forces is the well-directed activity of a properly equipped teacher, the other the well-directed activity of an intelligent and industrious student. The absence of either of these factors or the failure to correlate them aright will play havoc with any system or any method of instruction.

Let us for a moment search our own hearts. Is it in any wise possible that the difficulty in teaching Latin vowel quantities is chargeable to ourselves rather than to our pupils? One distinguished American scholar has returned to this question an emphatic "Yes". Professor Bennett, in his discussion of this general subject on The Teaching of Latin and Greek, writes as follows: "For eight years I have conducted summer courses for teachers at Cornell University. This work has been attended by some two hundred teachers and college professors, nearly all of them college graduates, and many of the persons who had had graduate work at our best universities. Yet few of these had ever shown any thorough grasp of the Roman pronunciation, and most of them have exhibited deplorable ignorance of the first principles of its accurate application. Even college professors of eminence often frankly admit their own ignorance of vowel quantities, and proclaim their despair of ever acquiring a knowledge of it."

If true, this is a terrible indictment. Those who have any tenderness of feeling, I will not say for American scholarship, but for the American fraternity of teachers, may mitigate for themselves the severity of this indictment by thinking that it should not be taken to mean all that the cold types would seem to make it mean until we have

at hand from its author both a complete statement of his conception of the Roman pronunciation and a full practical illustration (oral demonstration) of his conception of the principles of its accurate application. If, however, the indictment is true, it will explain why so few students ever attain any respectable degree of knowledge of the Latin vowel quantities. How can we teach what we do not know ourselves?

I can readily understand how the conditions so alarmingly described by Professor Bennett might indeed come to be realized. Let us assume that the teacher in a given secondary school has never had any real training in the right pronunciation of Latin. Such a teacher will of course have no knowledge of the subject. Vowel quantities will be to him *terra incognita*, a labyrinth full of Minotaurs, with no Ariadne by to supply the guiding string. Since he knows nothing of the subject, since it is to him an insoluble riddle, he will have no interest in it, no patience with it. Are not those subjects of which we know nothing commonly anathema to us? Now, subject pupils to the guidance (*sit venia verbo, quaeso*) of such a teacher. How much will they learn from him concerning vowel quantities? Consciously or unconsciously he will communicate to them his own distaste for the subject, his own feeling that it is of no importance and of no interest save to a few perverted minds here and there. In due time the student will come up to college for his examinations. The readers of the College Entrance Examination Board will treat his answers to the questions on quantity with gracious charity to the state of things predicted by Professor Bennett, and will pass his paper on his answers to other questions, questions, let us say, relating to the contents of the Latin books that he has read, and applying no real tests of his mastery of the language itself. Our student in time sits before his college instructors, who themselves, let us assume with Professor Bennett, know nothing of quantity. In four short years (or perchance three) he is passed out from college with his degree and perhaps with a teacher's diploma, to go forth into the world as a blind leader of the blind! Does the picture seem overdrawn? Yet, if Professor Bennett speaks the language of truth, this is precisely what is happening all the time. It is notorious that pupils come to college, most of them, with little or no exact knowledge of quantity or pronunciation. What does the college do for them afterwards? Assuming, pace Professor Bennett, that here and there in a college chair we are fortunate enough to possess an instructor or professor who does not despair of being able to master this subject with no more imperfection of mastery than characterizes his grasp of other matters of his training and equipment, that college teacher may well despair of being able to correct within the college the evil results of his trainingless years which have preceded admission to college, and may leave the pupil to his own sinful devices. What chance has the university professor to correct the combined failures and neglect of his predecessors? Assuming, I say, that such a process as this goes on, can we wonder if there are some germs of truth in what Professor Bennett says?

Yet, after all, does this justify Professor Bennett's suggestion that the Roman pronunciation of Latin shall be generally abandoned. He would have us believe that experience has shown that the master of the Roman pronunciation of Latin is impossible by the teacher himself, and that it cannot be taught to others. I maintain that this statement rests on air, because, if the picture I have drawn above hypothetically has any foundation in fact, and the picture, you will remember, is but a translation into other terms of Professor Bennett's own statements, then we have as yet no acquired experience to which to appeal for light on the possibility or impossibility of learning such pronunciation. When we shall have had a succession of teachers all fully equipped for this work, all diligently applying themselves to this work, then we shall have facts of experience to which to appeal. Professor Bennett, I must hold, by his own language puts himself out of court.

One word more in this connection. Professor Bennett says, "It is safe to say that only those who have devoted long and patient attention to the subject, and who practise frequent oral reading, can pronounce Latin with accuracy according to the Roman method".

Can any one learn to pronounce a modern language, even that into which he was born, without long and patient attention to the subject and without practising frequent oral delivery and reading? Few foreigners ever attain to perfect mastery of the pronunciation of German or French or Italian. Shall we give up trying to pronounce those languages as Germans or Frenchmen or Italians pronounce their own language and adopt an Americanized (mis)pronunciation of them just because to master these languages as cultured natives speak them requires long and patient study and frequent oral practice? Only those who devote long and patient attention to the subject and practice reading Latin aloud can acquire any mastery of Latin syntax or Latin word order. In his edition of the *Pro Archia* Mr Reid, the well-known English scholar and student of Cicero, discusses the attempts once made to show that this speech is not from Cicero's own hand. He uses the following language: "I myself have never seen a piece of writing of any length by a modern scholar, professing to be Ciceronian, whose language would not betray its origin. There are few of the best Latinists at Oxford and Cambridge who could be trusted to write a page of faultlessly Ciceronian Latin; I doubt if there is one who could compose a piece as long as the *Pro Archia* without passing over some convicting flaws". Shall we therefore give up trying to write Latin as Cicero wrote it?

When Cicero wishes to make what he conceives to be a crushing rejoinder to an opponent or to an opposing view, he is apt, at least in his philosophical writings, to argue in effect as follows: (1) "Assuming for the sake of argument that your position is well taken, what of it? What difference does that make? (2) Your position is not well taken". If I may adopt Cicero's methods, *longo intervallo sequens*, if not *proximus*, I would say to Professor Bennett, "What of it"? Is not all this precisely what every teacher ought to do? Have we any right, scientific or moral (I follow

THE NEW YORK LATIN LEAFLET

EASTERN DISTRICT HIGH SCHOOL, BROOKLYN

Editor: ERNST RISS, DeW C High School, Manhattan

Manager: DAVID H HOLMES, E D High School, Brooklyn

Professor Bennett's mode of argument here) to be content with less.

I cannot better state my own attitude regarding matters of vowel quantity than by asking you to recall the words uttered to you on this subject by my colleague, Professor McCrea. In this matter we are in heartiest accord.

I should be entirely content to rest this brief for the devotion of interest and time to the mastery of Latin pronunciation on what has been already said. Yet it will not be amiss to ask you, very briefly, to think of other points. Will the substitution of any other system of pronunciation for the Roman wholly relieve teacher or pupil from difficulties? Peptonized mental pabulum has not yet been patented, if it has been invented. Will not questions of quantity confront us under any system of Latin pronunciation? Years ago I heard a lecturer on this general subject tell a story to the effect that when some noted personage at Oxford or Cambridge was reading some Latin words at a public function he allowed himself to say vectigal; the students instantly corrected him by shouting vectigal.

Let us view the subject again in another way. What does the use of the Roman pronunciation involve? Does it involve absolute and unflinching accuracy in all vowel quantities, hidden and transparent, absolute faithfulness in syllable quantity, absolute phonetic precision, absolute accuracy in syllabification? Scientifically and theoretically yes! Practically no! Few if any Romans had such a knowledge even of their own language. What means Catullus's story of the man who talked of the Hionil fluctus or Gellius's version of the difficulties which confronted those in his time who would not omit an initial "h" where it belonged or insert it where its presence was usurpation? Let us if we please entirely neglect hidden quantities, let us to some extent disregard strict quantitative measurement of syllables (we cannot all count time if we can sing or play an instrument), let us even, if we will, turn the metrical ictus into a mere matter of stress; yet after all the net results of such procedure will be infinitely preferable to such chaos, such absence of all effort as Professor Bennett describes or such an abandonment of the Roman method as he advises.



Phone 3036 Wmsburgh.

Joe Richthausen,

SHIRT MAKER,

We open the Autumn Season with the most Striking Fabrics in MENS TOGGARY.

B'WAY AND BEDFORD AVENUE, BROOKLYN, N. Y.

Hawes \$3.00 AATS

ALPINES, DERBIES, *ADLES TRIMMED HATS

BROADWAY, Cor. 13TH ST.

BROADWAY, Cor. 30TH ST.

BROADWAY, ASTOR HOUSE. AGENCIES EVERYWHERE



Stirring things up in CLOTHES, HATS and FURNISHINGS.

Smith, Gray & Co.,

Fulton St., at Flatbush Av

Broadway, at Bedford Av

Broadway, at Thirty-First Street,

NEW YORK.

Four Important Features

The New York High School College Entrance Scholarship which is now being established is to be absolutely democratic.

1 It will be open to all New York high school graduates alike, boys or girls, on a competitive examination.

2 It will be open to all departments alike, no department ranking higher in importance than any other.

3 It will lead to all schools alike, liberal, professional or technical, within the choice of the winner.

4 It is being contributed to by all kinds of friends of education alike, without reference to politics, race or religion.

PLATFORM OF THE LATIN LEAFLET

1 The introduction of the study of Latin into the last two grades of Grammar Schools.

2 The establishment of college entrance scholarships for the best graduates from the high schools of Greater New York.

GALL & LEMBKE,

PRACTICAL OPTICIANS

21 Union Square and 1 West 42 Street, New York City

Established 1842

NEW ENGLAND DAIRY LUNCH

399 BEDFORD AVENUE.

Open Day and Night

GEO. R. CHRIST, Ph. C., DRUGGIST,

39 GRANT SQUARE, Cor. Bergen St., BROOKLYN, N. Y.

This Space Contracted for by

D. APPLETON & Co.,

436 Fifth Avenue,

NEW YORK CITY